**STAGE 1 – VIOLENCE/THREAT RISK ASSESSMENT (V-TRA)**

**(Data Collection and Immediate Risk Reducing Interventions)**

**Violence/Threat Making Behavior**

Examples of high-risk behaviors addressed in this protocol include but are not limited to:

* Serious violence or violence with the intent to harm or kill

NOTE:

High Baseline Students – Watch for the continual slow escalation that might become unnoticeable.

Timeliness is CRITICAL.

It’s all about the Intervention Plan.

* Verbal/written threats to kill others (clear, direct, plausible)
* Internet, web site, social media threats to kill others
* Possession of weapons (including replicas)
* Bomb threats (making and/or detonating explosive devices)
* Fire setting
* Sexual intimidation or assault
* Gang related intimidation and violence

**Step One: Make sure all students are safe and call police member of the V-TRA Team.**

* Appropriately monitor and/or detain the students(s) or concern until the police member of the team is present.
* Do not allow access to coats, backpacks, or lockers.
* If there is imminent danger, call 911.

**Step Two: Determine if the threat maker has access to the means (knife, gun, etc.)**

**Step Three: Interview witnesses including all participants directly and indirectly involved.**

**Step Four: Notify the student’s parents/guardians.**

* Parents/guardians have been notified of this situation and this assessment.
* Parents/guardians have not been notified of this situation and this assessment because –

**Step Five: Initiate the Stage 1 – V-TRA Data Collection**

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student poses a threat to the safety of others.

* Does the student appear to have the resources, intent and motivation to carry out he threat?
* Is there evidence of attack-related behaviors that suggest movement from thought to violent action?

Document and discuss all warning signs that apply.

Templates are provided to systematically gather data.

**Sources of Immediate Data** may be obtained from multiple sources including:

* Reporter(s) of the incident
* Target(s)
* Witnesses
* Teachers and other school staff (secretaries, educational assistants, bus drivers, etc.)
* Friends, classmates, acquaintances
* Parents/caregivers (call both parents)
* Current and previous school records (call the sending school)
* Police record check
* Student property – check locker, desk, backpack, recent textbooks, assignments, binders, cars, etc.
* Check/search or question the parents about the student’s bedroom, etc.
* Activities – internet histories, diaries, notebooks, etc.

**Other Agencies:** As per the formal signed protocol, other agency partners may be involved in the Stage 1 V-TRA process as consultants to the school/police team and sources of initial data relevant to the case at hand such as past or current involvement by other agencies that once they are informed of the initial school/police data may release necessary information or physically join the team.

* Children and Family Services V-TRA Member for record check relevant to the case at hand.
* RCMP V-TRA Member for record check relevant to the case at hand.
* Others

**Step Six – Review Findings With the Threat Assessment Team**

Convene the Threat Assessment Team and discuss all relevant information regard the student. As a team, ask the questions:

* To what extent does the student pose a threat to school/student safety?
* Does the student pose a threat to him/herself or someone outside the school (eg. Family)?

A series of criteria is provided to review based on the data gathered.

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| --- | --- |
| **Determination of Risk** | **Factors** |
|  | * Nature of the Threat * Evidence of Planning * Fluidity * Justification * Empty Vessel * Mental Health Flags * Behavioral Flags * Other Considerations |
| Is it safe for the student to remain in the current placement? |  |
| Is RCMP involvement required? |  |

**Step Seven – Decide on a Course of Action**

With the input of *all* Threat Assessment Team members, decide on a course of action.

**Low Level of Concern**

* The student can likely be managed at school with appropriate (increased) supervision.

**Low to Medium Level of Concern**

* Implement the Intervention Plan.
* Most students can be managed at school with interventions.

**Medium to High Level of Concern**

* The Threat Assessment Team has determined that at Stage 2 Threat Assessment is needed.
* The Division Representative will notify the Student Support Services Administration.
* If there is imminent danger, call the RCMP Liaison Officer or 911.

**Step Eight – Develop an Intervention Plan**

Use the following Intervention Plan to address all concerns identified during the Stage 1 Assessment.